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C&I 410.02: Exceptionality and Classroom Management

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CURRICULUM AND INSTRUCTION 410.02
EXCEPTIONALITY AND CLASSROOM MANAGEMENT
Fall Semester 2008

Instructor - Philip Wittekiend

Class Meets - 4:10 – 7:00 W - ED 314

Office Hours - 11:00 - 12:00 T/TH and other times by arrangement

Office Location – ED

Phone - 243-

E-mail – Philip.Wittekiend@umontana.edu

Course Content:

This course is designed for regular classroom teachers, focusing on knowledge and skills related to classroom management and on ways to provide a successful educational experience for children with special needs. Upon completion of this course, students will have increased awareness about disabilities in general and their impact on the role and duties of general education teachers. Children with specific disabilities will be discussed with emphasis on teaching and management strategies as they relate to particular special needs and behaviors. Information and strategies provided will reflect an orientation of inclusion, defining the role of the classroom teacher in the special education process of prereferral, referral, identification, assessments and interventions. Additionally, this class provides regular classroom teachers with an initial introduction and understanding about special education, including the increasing responsibilities/opportunities of regular classroom teachers to work with special needs students within the regular classroom. However, classroom management strategies relate to ALL children and not necessarily only to those students in special education.

Readings:

Gantos, J. (1998). Joey Pigza Swallowed the Key. New York: Harper Collins Publishers, Inc.

Gordon, T. (2003). Teacher Effectiveness Training. New York: Three Rivers Press.

Smith, T., Polloway, E., Patton, J., and Dowdy, C. (2008). TEACHING STUDENTS with SPECIAL NEEDS in Inclusive Settings. Fifth Edition. Needham Heights, Ma: Allyn & Bacon.

**Other hardcopy and on-line articles.

Assignments and Evaluation Criteria:

Attendance and Participation are integral components of your final grade, as the learning goals for this course are the integration and application of theories and strategies. Thus, small and large group discussions and activities provide opportunities for connecting information and strategies to "real", relevant situations and for accessing the experiences and ideas of others.

**Attendance and participation (10%)

**In-class written discussion/essay test of strategies and skills that teachers may utilize to facilitate effective classroom management (25%)

**Joey Pigza Paper and IEP class activity (10%)

**Field Experience Paper(10%) Working with a child; interviewing personnel; interviewing families; interviewing a person with a disability; attending a meeting, conference, or workshop; (IDEA/PTA, CEC, TELECONFERENCE, SCHOOLS, SPECIAL OLYMPICS, OPPORTUNITY, YMCA)

**Group presentation on exceptionalities (20%)

**Final – (1) Objective test prepared by each group presenting on exceptionalities; and (2) Essay/discussion question from the instructor(25%)

CLASS SCHEDULE - READINGS, PAPERS, AND PRESENTATION ASSIGNMENTS

Week One:	Introductions, Overview, Classroom Management (Smith, Chapter 14, Handouts, and Gordon, pages xv through 124).
Week Two:	Classroom Management (Gordon, pages 125-325, Handouts, Start research and preparation for presentation.)
Week Three:	Classroom Management (Handouts) (Researching presentation area).
Week Four:	Complete Classroom Management (Smith, Chapters 14 and 13, Handouts).
Week Five:	(*In-class Essay/Discussion Test on Classroom Management) Why Inclusive Education? (Smith, Chapter 1)
Week Six:	Strategies For Providing Inclusive Classrooms (Smith, Chapter 2).
Week Seven:	Working With Families Of Students With Disabilities (Smith, Chapter 3).
Week Eight:	Teaching Students With Sensory Impairments (Smith, Chapter 10) Also, important to have read for this week information on: Identifying and Programming for Student Needs (Smith, Chapter 4), which focuses on the Special Education Process and Individualized Education Plan (IEP)/(IFSP).
Week Nine:	Teaching Students with Communication Disorders (Smith, Chapter 11).
Week Ten:	Teaching Students with Intellectual Disabilities/Mental Retardation (Smith, Chapter 7) (*Field Experience Paper Due- Start class sharing of field experiences.)
Week Eleven:	Teaching Students with Learning Disabilities (Smith, Chapter 5).
Week Twelve:	Teaching Students with Attention Deficit/Hyperactivity Disorder (Smith, Chapter 8) (*Joey Pigza Paper Due - Be prepared to participate in IEP activity).
Week Thirteen:	Teaching Students with Emotional/Behavioral Disorders (Smith, Chapter 6).
Week Fourteen:	Thanksgiving Vacation Break – No Class
Week Fifteen:	Teaching Students: With Autism Spectrum Disorders (Smith, Chapter 9), With Special Gifts and Talents (Smith, Chapter 12), and With Other Low Incidence Health Problems (Smith, Chapter 10). So “Why” and “How” Inclusion? Preparing for final exam.
Final Week:	(*Final Exam) Scheduled for Wednesday, December 10, 5:30 – 7:30

NOTE: This schedule may be changed pending prior notice and discussion with the class. I look forward to working and learning with you, as we seek to challenge our thinking about disabilities/capabilities and about the need for children to experience acceptance, success, and ways of becoming OK in a world that is not always supportive. And, of course, it is always a worthwhile goal to work on those practices and policies that you, as professionals, can positively influence and change in your part of the world to provide children with special needs equal opportunities in school environments.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPISA/index.cfm/page/1321>.